Putting the Punch in PLCs:





The One, Two, Threes of Successful PLCs

Rita Muratalla

Ann Ford







"To create a professional learning community, focus on learning rather than teaching, work collaboratively, and hold yourself accountable for results."

Richard DuFour







"We do not argue that the PLC journey is an easy one, but we know with certainty that it is a journey worth taking."

Learning by Doing

Four Guiding Questions

Watch video of PLC

 Identify statements answering the 4 guiding questions and write them on the form provided.

Four Guiding Questions

- What are students supposed to know and be able to do?
- How do we know when our students have learned?
- How do we respond when students haven't learned?
- How do we respond when students already know the content?

Video



Past and Present

Then:

- Embedded professional development
- Data analysis was sporadic but often
- Implementation always came back to 'what was best for students'

Now:

- Data driven
- Learning for mastery
- Collaboration
- Results driven
- Based on <u>Leaders for</u>
 <u>Learning</u> (DuFour and
 Marzano) and
 <u>Transforming School</u>
 <u>Culture</u> (Anthony
 Muhammad)
- Still comes back to 'what is best for students'

Learning for Mastery

"The professional learning community model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn. This simple shift – from a focus on teaching to a focus on learning – has profound implications for schools."

On common Ground quoted from A Leader's Companion by Eaker, DuFour, and Marzano

PLC Team: Facilitator:							
Members Present:						-	
Common Assessme	nt#	Proficient S	Score:	Unit 1	Fitle:		
Skills & Concepts Ac	dressed_						
Goal#1	% of our st	udents will me	et or exceed th	e common ass	essment bench	mark.	
Each teacher enters the	test score f	or every studer	nt on the COM	MON ASSESSME	NT ANALYSIS (CHART. Use th	
chart to discuss and and							
TEACHER NAME:							
How many your							
students took the							
common assessment?							
How many of your							
students met or							
exceeded the							
proficiency score?							
What percentage of							
your students met or							
exceeded the							
proficiency score?							
How many of your							
students failed to meet							
the proficiency score?							
What percentage of							
your students failed to							
meet the proficiency							
score?							
What was the most							
commonly missed							
question (provide skill							
or standard)?							
S	pecific M ea	surable A ttain	able R esults b	ased T ime bou	nd GOALS:	I.	
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	COMPASS
	After School Tutoring,
	Extra practice material / Packet
	One on One teacher tutoring session
	Parent Conference /Motivation
These	students will be reassessed on this essential skill on or by
Goal#	2 (out of)% of our students will demonstrate mastery of the essential skill
by	
by	
by	
	meet INTERVENTION goal?
	meet INTERVENTION goal?
	meet INTERVENTION goal? Yes, with% total students meeting or exceeding benchmark!! Yeah!
Did we	meet INTERVENTION goal? Yes, with% total students meeting or exceeding benchmark!! Yeah!
Did we	rmeet INTERVENTION goal? Yes, with% total students meeting or exceeding benchmark!! Yeah! No, with% total students meeting or exceeding benchmark (% off)
Did we	rmeet INTERVENTION goal? Yes, with% total students meeting or exceeding benchmark!! Yeah! No, with% total students meeting or exceeding benchmark (% off)
Did we	rmeet INTERVENTION goal? Yes, with% total students meeting or exceeding benchmark!! Yeah! No, with% total students meeting or exceeding benchmark (% off)
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Did we	rmeet INTERVENTION goal? Yes, with% total students meeting or exceeding benchmark!! Yeah! No, with% total students meeting or exceeding benchmark (% off)

Collaboration

"In a Professional
Learning Community
educators create an
environment that fosters
mutual cooperation,
emotional support, and
personal growth as they
work together to achieve
what they cannot
accomplish alone."

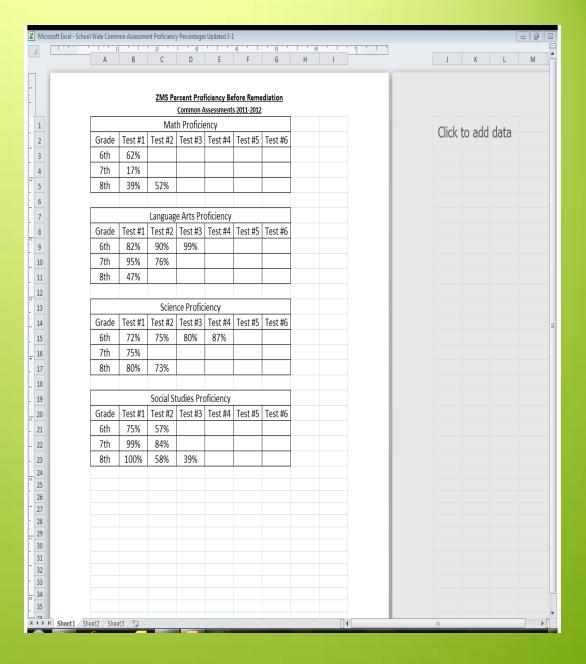
<u>PLC at Work quoted from A</u> <u>Leader's Companion by Eaker,</u> DuFour, and Marzano



Results Driven

"In a Professional learning community, educators are hungry for evidence of student learning. Relevant, timely information is the essential fuel of their continuous improvement process."

<u>Learning by Doing</u> quoted from <u>A Leader's Companion</u> by Eaker, DuFour, and Marzano



Start Slowly

- What is it you want our students to know?
 - Power Standards
- How will you know if they are learning?
 - Common Assessments
- How will you respond when individual students do not learn?
 - Intervention/Remediation
- How will you enrich and extend the learning for students who are proficient?
 - Differentiation

PLC Agendas

Learning Target Congruency

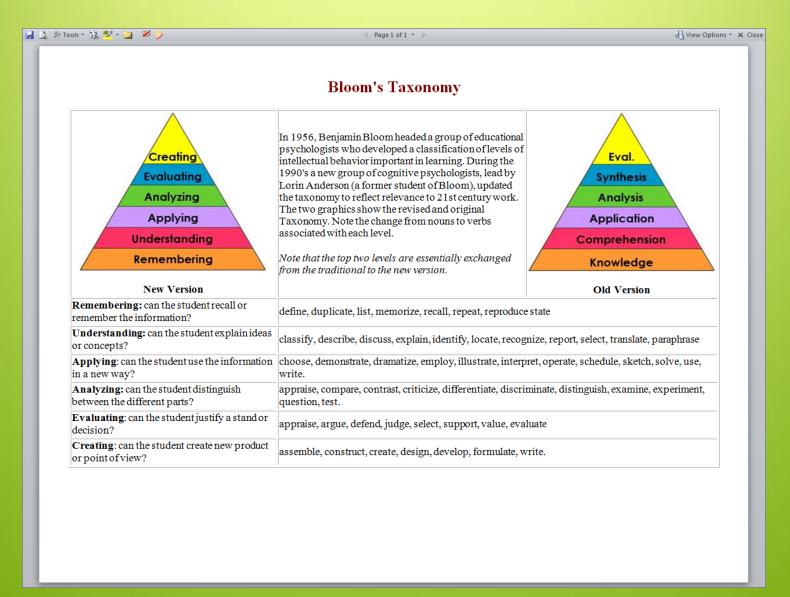
ols + 🔢 🖖 + 🛅 🏿 🭏 Usew Options ▼ X Close Page 1 of 1 * > Professional Learning Community Meeting Agenda January 10, 2012 First Period (Lewis) 8:47 - 9:41 (Lewis) Second Period (Zavala) 9:43-10:37 (Zavala) 10:39 - 12:02 (Riedinger) Third Period (Bogard) Fourth Period (Jaggers) 12:04 - 1:00 (Johnston) Fifth Period (Downs) 1:02 - 1:56 (Downs) Sixth Period (Wright) 1:58 - 2:55 (Wright) Meet in Data Room Bring: A Lesson plan you are teaching this week Norms Give Lesson Plans to Ms. Ford Distribute lesson plans Review the lesson plan you have: be ready to share the answers to the following How is the learning target congruent with the standard and exit slip? How do the strategies used assure that the students are learning the standard? What formative assessments are documented to know that students are learning? Lesson Plan Teacher: Share how you will respond when students do not master the content from this lesson. Exit slip: How will what we did today change what you do in your classroom this week? Be ready to share what you did at the next PLCs.

Exit Slip for Assessment/Adaptation of Critical Friends

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	Profession	al Learning Community Meeting Agenda	
		January 31, 2012	
	First Period (Lewis)	8:47 – 9:41 (Lewis)	7
	Second Period (Zavala)	9:43-10:37 (Zavala)	1
	Third Period (Bogard)	10:39 - 12:02 (Riedinger)	-
	Fourth Period (Jaggers)	12:04 – 1:00 (Johnston)	1
	Fifth Period (Downs)	1:02 - 1:56 (Downs)	1
	Sixth Period (Wright)	1:58 - 2:55 (Wright)]
	Meet in Data Room – Turn in your Class	Sets of Exit Slips (student work) and Lesso	n Plans to Ms. Ford
	Always refer back to these questions as yo	ou plan. They are critical to our success.	
	What is it you want our students to know?		
	How will you know if they are learning?	1 1 0	
	How will you respond when individual students		
	 How will you enrich and extend the learning for 	students who are proficient?	
	Norms		
	o Is the Exit Silo conguent with to Is it rigorous? Review the Bloo your exit silo. What level is it a If the Exit Silo is one of the bot to ene of the higher levels? Rewrite the question to reflect to Separate the student work into do not understand	tom three levels of Bloom's Taxomony how could this. 3 pilles. Students understand – Students partially udents that understood and did not understand?	ow? erbs that are used in the question be moved
	Note: Save class sets of student work for PLCs	in the next few weeks. We will be analyzing thes	e.
	Exit slip: How will what we did today change what you did at the next PLCs.	you do in your classroom this week? Be re	ady to share what

Rigorous and Congruent



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Professional Learning Community Meeting

Agenda

	March 0, 2012
First Period (Lewis)	8:47 – 9:41 (Lewis)
Second Period (Zavala)	9:43 10:37 (Zavala)
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Meet in Data Room -

Always refer back to these questions. They are critical to our success.

- What is it you want our students to know?
- How will you know if they are learning?
- · How will you respond when individual students do not learn?
- · How will you enrich and extend the learning for students who are proficient?

Norms

Materials needed:

10 folders containing work of top ten students 10 folders containing work of ten at-risk students

Analysis directions

Analysis Directions:

- Make observations of top ten student work.
- 2. List characteristics of (note examples below and rubric provided):
 - the work the students exhibit
 - · characteristics you want to see in proficient work
 - · characteristics leading to proficient/distinguished work
- 3. List the characteristics on the table provided.
- 4. Analyze at-risk student work.
- 5. Check columns where each student shows proficiency.
- 6. Team Leader answers questions provided as team discusses issues:
 - Discuss needs of the at-risk students.
 - · Describe plan to remediate writing and/or work.

Characteristics to consider:

Readable, revised, and edited

rocused

Gives supportive evidence Smooth transitions, sentence

fluency

Use of examples, metaphors, analogies

Well suited for audience

Concerns something important, writer is passionate, voice is

individual and appropriate

Ideas are well developed

Organization is logical and effective

Word choice is memorable and specific

Conventions are correct and communicative -

correct use of punctuation, spelling, grammar

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	Top Ten Characteristics of Proficient Work											
	Characteristic	Student #1	Student #2	Student #3	Student #4	Student #5	Student #6	Student #7	Student #8	Student #9	Student #10	
			2							2		
	4											

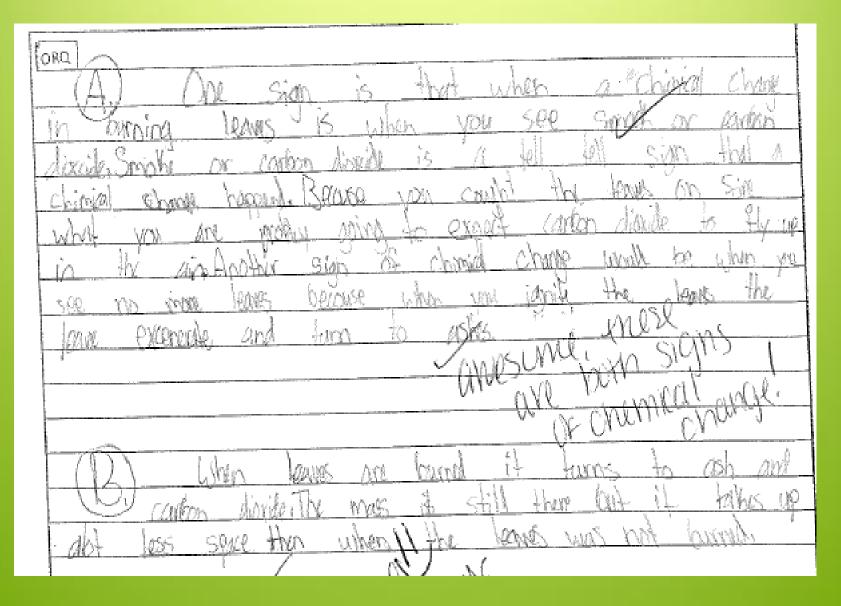
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	Top Ten Characteristics of Proficient Work	_
		udent #10
	Highlights critical vocabulary	
	Uses critical vocabulary	
	Organized/shows Steps	
	Neat	
	Uses supporting details	
	Explains thoroughly/ To the point	
	Uses transition words	
	Answers with complete thoughts	
	Spelling/ grammar	
		⇒

Student #1

IGRA A Chemical charge of butting leaving is black smoke and ashes what there are of or only	sign yang
B. leaves reduce to askes into Carkoldeon, the volume. The mas has not changed its mass staved the same	le callse

Student #7

Student #10



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		J.T	S.F T	Top Ten C	haracteri J. M.	stics of Pr	oficient W	ork E.R	P.4	D.
ſ	Characteristic	Student #1	Student #2	Student #3	Student #4	T.P Student #5	Student #6	Student #7	Student #8	Sta
†	.lghlights critical vocab	#1	172	#3	174	m3	70		110	
	uses critical vocab.	1	1	√	1	J		1	1	,
(,)	ovganized/ Show steps		1		1	1	1	1	J	
	neat		J			J			J	,
*	use Supporting details		1				-		J	
A	explain thoroghly to the poin	+		1		1			1	-
	uses transition words	The state of the s	1						J	
×	answers w/complete thought	7	J			7			J	
*	Solling					1		3		

What next?

Interventions

Extensions

Modeling

Accountability

Revise

Analyze

The One, Two, Threes of PLCs

- Start Slowly
- Always come back to the 4 guiding questions
- Results driven interventions moving students forward



